Required uses of Federal Perkins Funds

The Federal Legislation requires that all eligible recipients address the nine required uses of funds in their application. This is a new requirement based on our federal monitoring. Prior to our monitoring finding, we considered the state as a whole addressing all nine uses. The monitoring pointed out that it is the responsibility of each local grant recipient to address all nine of the required uses of funds.

In the Grants Management System, these nine uses are listed with checkboxes. As the goals/activities are completed, select the appropriate use of funds checkbox that corresponds to the goals/activities listed.

Please keep the following points in mind:

- You must address *all nine* in one or more of the goals and activities listed or you will not be allowed to complete the application.
- Do not select all nine for every goal and activity listed. It is highly unlikely that a case could be made that all of the goals and activities for which you are seeking funding are aligned with all nine required uses of funds.
- If alignment cannot be determined between the selected use of funds and goals/activities listed the application will be returned for changes.

Consortia requirements

- Consortia activities listed must be offered to all consortia member districts. This does not mean that all districts must participate or participate equally. It does mean that the option to participate must be made available to all districts in the consortia.
- Funds cannot be “granted back” to the district based on the amount of money they generate for the consortia.

The required uses of funds are:

1. Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c) (1) (A), to ensure learning in:
   - the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
   - career and technical education subjects;

Suggested activities that align with this required use of funds:

- Professional development
  - Infusing the new ELA and Mathematics standards into CTE courses
  - Using the new Standards Instructional Tool
  - Strategies for strengthening math and reading literacy
  - Externships with local/area employers to develop a higher level of academic and industry knowledge and skills, and effectively develop instructional lesson plans/materials using applied learning
  - Purchase of resources to facilitate professional (small) learning communities focused on ELA and Math integration into CTE courses
Curriculum and Instructional materials
  - Materials that provide application of math and reading in context of the CTE program of study
  - Purchase of math and science simulations and scenario building software and instructional materials
  - Stipends for “off-contract time” development of curriculum to infuse ELA, Math and Science into courses in approved CTE programs of study
  - Development or purchase of career readiness (employability skills) curriculum and instructional resources

Program of Study
  - Purchase or development of instructional materials to implement a new program of study that increases emphasis on math and reading integration

Other
  - Activities that facilitate collaboration between ELA, Math and CTE teachers (outside of the regular contract time)

(2) Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study described in section 122(c)(1)(A);

Suggested activities that align with this required use of funds:
  - Professional development
    - Inservice for teachers that prepare them to offer new or enhanced programs of study
    - Participation in inservice offered by national model programs of study
    - Participation in inservice activities/workshops/conferences to support entrepreneurship education and training
  - Curriculum and Instructional materials
    - Alignment of course standards between secondary and postsecondary institutions
    - Expansion of dual-credit CTE offered as capstone experiences for programs of study

Program of Study
  - Purchase or development of materials to implement new programs of study

Other
  - Joint inservice or inservice provided by postsecondary to help align curriculum with the secondary level.

(3) Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

Suggested activities that align with this required use of funds:
  - Professional development
    - Opportunities for CTE instructors to spend quality time in business and industry to develop their knowledge and skill of current workplace requirements
    - Inservice that helps CTE instructors to develop instructional materials for students to understand all aspects of the industries related to their program of study
    - Opportunities for CTE instructors to enhance their ability to support/infuse entrepreneurship skills and knowledge into existing courses/programs of study
  - Curriculum and Instructional materials
    - Purchase or development of materials that provide instruction to students on meaningful work-based learning to provide workplace experiences that develop both technical and career readiness skills (beyond job shadow or career exploration activities)
Program of Study
- Inclusion of meaningful work-based learning as a part of the requirements of a program of study (beyond job shadow or short-term, one day experiences) such as internships, cooperative education, school-based enterprises and entrepreneurship

Other
- Speakers from industry that can provide an understanding of all aspects of the industry for students

(4) Develop, improve, or expand the use of technology in career and technical education, which may include—

(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

Suggested activities that align with this required use of funds:
- Professional development (conferences, workshops or inservices) focused on:
  - Utilizing new instructional technology in CTE classrooms
  - Utilizing new technology being currently utilized in industry
  - Utilizing distance learning, web based instruction or blended learning to enhance CTE instruction or expansion of CTE programs of study

- Curriculum and Instructional materials
  - Purchase or development of materials that provide technical application of math and reading in context of the CTE program

- Program of Study
  - Purchase or development of instructional materials to implement a new program of study emphasizing the math and science knowledge and skills required for employment in the industry

- Other
  - Expenses directly related to the development of interdisciplinary activities tied to technical skill attainment
  - Purchase of industry grade, state-of-the-art equipment

(5) Provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—

(A) in-service and pre-service training on—
  (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
  (ii) effective teaching skills based on research that includes promising practices;
  (iii) effective practices to improve parental and community involvement; and
  (iv) effective use of scientifically based research and data to improve instruction;

(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
(C) internship programs that provide relevant business experience; and
(D) programs designed to train teachers specifically in the effective use and application of
technology to improve instruction;

Suggested activities that align with this required use of funds:
- Professional development and programs to develop teacher and counselor abilities as listed in the legislation above that are high quality, sustained, intensive and part of a professional development plan

(6) Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

Suggested activities that align with this required use of funds:
- Professional development
  - Inservice on appropriate student and program assessment tools to promote quality CTE
- Conducting an evaluation of the following:
  - Alignment of current offerings with projected labor market needs
  - Follow up of students to determine success in postsecondary education and employment
  - Assessment of success of special populations including gender non-traditional students in current programs of study and ultimately in postsecondary education and employment
  - Assessment focused on success of gender non-traditional student including enrollment and completion patterns for programs of study
- Other
  - Partnering with postsecondary institutions to evaluate program offerings
  - Continuing the work of the reVISION process

(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

Suggested activities that align with this required use of funds:
- Professional development
  - Inservice on the use of new technology
  - Inservice on new curriculum and instructional tools
- Curriculum and Instructional materials
  - Purchase of curriculum/instructional materials that improve, expand and modernize programs of study that focus on occupational preparation for in-demand industries
- Program of Study
  - Materials and technology to increase the quality and effectiveness of programs of study that lead to high skill, high wage and high demand occupations
- Other
  - Purchase of industry grade, state of the art technology

(8) Provide services and activities that are of sufficient size, scope, and quality to be effective; and

Suggested activities that align with this required use of funds:
- Professional development
  - Inservice on the development and implementation, including data and coding, for programs of study that respond to industry needs
- Inservice on how to increase the size, scope and quality of CTE offerings and programs of study in local districts

- **Curriculum and Instructional materials**
  - Purchase or development of curriculum and instructional materials that support the implementation of quality programs of study
  - Purchase or development of curriculum and materials that support high quality CTE courses that prepare students for future careers

- **Program of Study**
  - Expansion of programs of study to prepare students for high skill, high wage and high demand careers

- **Other**
  - Collaboration with business and industry representatives to develop programs of study that are based on current economic development priorities, labor market needs or future employment projections

(9) Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

**Suggested activities that align with this required use of funds:**

- **Professional development**
  - Inservice on providing needed services for special populations
  - Inservice on strategies for special population success in preparation for high skill, high wage and high demand occupations
  - Inservice on recruitment for special populations into CTE, including those students who are gender nontraditional for programs of study of interest

- **Curriculum and Instructional materials**
  - Purchase/development of curriculum/instructional materials to assist special populations in preparation for high skill, high wage and high demand occupations
  - Purchase or development of curriculum and instructional materials for gender nontraditional students
  - Assessment of current curriculum to determine if courses are preparing students that pay or lead to jobs that pay self-sufficiency wages

- **Program of Study**
  - Independent review of current activities designed to prepare special population students for H3 occupations and self-sufficiency
  - Provide for appropriate modification of programs of study to allow for success of special populations

- **Other**
  - Speakers who are members of special populations or gender non-traditional for their career area and have demonstrated success in their career
  - Special needs that may be funded to assist special population students to experience success in CTE programs of study
  - Mentoring and outreach activities in nontraditional fields
  - Conducting focus groups or research surveys asking students, participants and facilitators of special populations programs to evaluate the effectiveness of the activities
  - Collaboration with programs with shared goals such as Workforce Investment Boards and economic development groups